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CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discussed theories upon which the research is laid down. There are three major sections to be discussed here as the groundwork of this research, namely: Nature of Study, Review of Related Studies and Operational Concept of Textbook Evaluation and Indicators.

There are four concepts of theory in this research, namely: Textbook, Textbook Evaluation, The English Curriculum and Textbook Evaluation Criteria By Cunningsworth (1995) and Mc Donough and Shaw (2003). To make a clear understanding about this study, it is important to understand the concept of this study. In this capture, the nature of three concepts will be explained.

II.1 Nature of the Study

The first section of this chapter is divided into four concepts of theories, namely: textbook, textbook evaluation, curriculum and Textbook Evaluation Criteria By Cunningsworth (1995) and Mc Donough and Shaw (2003). The first theme contains seven fundamental concepts of textbook covering definition of a textbook, the development of the design and use of the textbook, the functional of the textbook, the role of the textbook, the advantages of textbooks, textbook design and textbook in Indonesia. The second theme contains three fundamental concepts of textbook evaluation covering the definition of textbook evaluation, how to analyze textbook and approaches in textbook analysis. The third theme contains two fundamental concepts of curriculum covering definition of

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studies before it is released to public. In line with Cunningsworth's statement above, Gebhard (2009:101) implied that at minimum an exercise in the EFL / ESL textbook created by publishing companies, government agencies, curriculum development teams at the school labels, and classroom teachers. In another definition, textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions.

Based on the definitions above, it is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purposes.

II.1.1.2 The Development of the Design and Use of Textbooks

The presentation of textbooks and the elements which they contain are in line with the prevailing ideas at the time they are published regarding to the best way on teaching and learning languages. Outlines the background to the design and use of textbooks as follows: Graves in Nunan (2003:226) clarified that language books are used mainly in academic settings up to the mid-twentieth century in order to understand the written text of the target language. In this approach called grammar translation approach, textbooks contain longer reading passages with vocabulary glossaries and grammar explanation in the students' native language. In addition, students are tested on their ability to translate text with lexical and grammatical accuracy.

In the 1960s and 1997s the focus shifted to audiolingualism which was developed from behaviorist theories emphasizing that learning is habit formation and the result of response to stimuli. Language textbooks representing



audiolingualism used dialogues, pattern practice, and substitution drills in which the teacher provided a stimulus such as a sentence beginning with a certain personal pronoun and the learners provided a response sentence changing the subject with another personal pronoun. Language texts at those eras were also strongly influenced by structural linguistics which views language as a system reducible to a finite set of grammatical structures.

In the 1970s and 1980s, there was a shift towards the notional-functional approach in which communication took precedence over grammar and language was used for purposes or functions such as expressing opinions, to talk or write about both abstract and concrete topics, or notions such as time and weather. Textbooks began to stress functional language as well as pair and group work activities in which learners used the language to communicate with each other. English for Academic Purposes (EAP) and English for Specific Purposes (ESP) also influences the types of instructional materials being published. EAP textbooks focus on the development of one or two skills, such as writing or reading for academic purposes, while ESP coursebooks focus on the development of specific workplace skills such as public health administration. EAP and ESP textbooks use authentic materials such as newspaper articles or quasi-authentic materials in order to stimulate the use of language in real contexts.

In the 1980s, task-based language teaching approach, in which language is learned through negotiation with other learners in problem-solving or task-management situation that focus on meaning rather than form and not through

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learning prespecified grammar, functions, or notions, questioned the effectiveness of coursebooks. Since textbooks specify the language to be learned,

They are seen as incompatible with this approach, become an operating manual that the teacher and students follow unquestioningly, and give little room for decision-making and adapting to the needs of the particular group. However, the proponents of textbooks argue that textbooks provide a needed structure for interaction in the classroom and that learners see textbook as a guide that helps them organize their learning and provides security.

Based on the definitions above, it can be concluded that developing textbook and current textbooks has included tasks or projects to stimulate interaction and negotiation among learners.

II.1.1.3 The Functional of Textbook

A textbook has many functions. According to Thomson (2000:176) the textbook has many functions as follows:

First, individualization of instruction. A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying. Second, organization of instruction. It helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded. Third, tutorial contribution. A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.



Last, improvement of teaching. The textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are taught and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by the teacher.

II.1.1.4 The Role of Textbooks

Allwright (1981) in Richards and Renandya (2002:81) suggested that there are two positions on the role of textbooks in the language classroom. The first role is the deficiency view which sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that all the syllabus is covered using well thought out exercises. On the other hand, the different viewer sees materials as carriers of decisions best made by someone other than the teacher because of differences in expertise.

Hutchinson and Torres (1994) in Richards and Renandya (2002:83) see the role of the textbook as a possible agent of change. This can be achieved when a number of conditions are met. First, the textbook needs to become a vehicle for teacher and learner training. In other words, beside an explicit and detailed teacher's guide, the student book should also include appropriate learning-how-to-learn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides

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convenient package. It is bound, so that its component stick together and stay in order; it is light and small enough to carry around easily; it is of a shape that is easily packed and stacked; it does not depend for its use of hardware or a supply of electricity. Sixth, guidance: for teachers who are inexperienced or occasionally unsure of their knowledge of the language, the textbook can provide useful guidance and support. Last, autonomy: the learner can use the textbook to learn new material, review and monitor progress with some degree of autonomy. A learner without a textbook is more teacher-dependent.

From the explanation above, it can be concluded that textbook becomes a main sources in teaching English because textbook guides the teacher in giving the material to their students.

II.1.1.5 The Advantages of Using Textbook

Cunningsworth (1995:7) stated that coursebooks have important multiple roles in ELT. He summarizes these roles as follows: first, a resource for presentation materials (spoken and written). Second, a resource of activities for learner practice and communicative interactions. Third, a reference source for learners on grammar, vocabulary, pronunciation, etc. Fourth, a resource of simulation and ideas for classroom activities. A fifth, a syllabus (where they reflect learning objectives which have already been determined. Sixth, a resource for self-directed learning or self-access work. Last, a support for less experienced teachers who have yet to gain in confidence.

In addition, Graves (2000) also lists the following as some of the advantages of using a textbook: first, it provides a syllabus for the course,

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Second, it provides security for the students because they have a kind of road map of the course. Third, it provides a set of visual, activities, readings, etc., and so saves the teacher time in finding or developing such materials. Fourth, it provides teachers with a basis for assessing students' learning. Fifth, it may include supporting materials (e.g., teacher's guide, cassettes, worksheets, video). Last, it provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, it provides consistency between levels (Graves, 2000:174).

From the explanation above, a textbook can be the guidance for teachers in giving the systematic materials for the students.

II.1.1.6 Textbook Design

Learning material is a key component in most language programs. In selecting the learning material, teachers must consider the approach and the curriculum used. The learning material is the basic input for students in classrooms (Richards and Renandya, 2002). Learning materials for learners can be found in many forms, such as printed or non-printed materials, and authentic materials, which are materials that are not designed for instructional use, such as magazines, newspaper, and TV materials. In this case, textbook is one of the most currently used by EFL teachers in Indonesia.

Before developing a textbook, an author must have comprehensive knowledge on the process of schooling, the nature of the curriculum, the psychology of learners, the subject matter, and the grading and sequencing of the books in the field. Besides, he must be able to write and express ideas clearly for

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students at the suitable grade level. Finally, schools' and learners' financial ability must also be considered in deciding whether or not the textbook will be a sophisticated one (Albatch and Kelly, 1998). Hall in Tomlinson and Masuhara (2004) stated that in developing textbooks or materials, authors should ask themselves "How do we think people learn language". This question will help them in articulating the main theories of language learning, profile of target learners, and list of objectives and aims of learning.

In Indonesian's EFL context, after following the steps above, material developers will collect and select the texts that are suitable with the competency standard and the basic competence in the curriculum. They can be taken from literature, songs, newspapers, magazines, non-fiction books, radio, and television programs which are selected based on the cognitive and affective aspects of learners. In addition, those texts must closely engage with the audiences. Therefore, learners' social and emotional environment must be taken into account. By studying the complexity and difficulty of the texts, the authors must adapt the texts in such a way that they suit the learners' cognitive level and general proficiency.

After that, the authors can start to design the learning activities that reflect the five stages in the genre-based approach. To make learners feel engaged towards the activities, those activities must ask learners to visualize, think, and share their knowledge and anything which help to activate the connection in their mind to the experience within the text. Experiential activities are also helpful in giving appropriate and rich exposure for audiences.

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target are one and the same. Meanwhile, a pedagogic task is one that requires learners to perform some language activity which is not found in the real-world but which is believed to facilitate language acquisition. In such tasks, the teaching objective and the student's target are not the same. It is much more difficult to specify the objectives of pedagogic tasks as these are essentially vague, such as to enable the students to acquire new linguistic knowledge or to enable the students to improve their fluency.

The next aspect is illustrated. Hill in Tomlinson and Masuhara (2004) affirms that the texts selected and the activities provided should be accompanied with illustration to provide visual explanation for something that may be unfamiliar to the learners. In addition, it gives aesthetic experience and increases the impression and motivation of learners. This positive attitude will assist a lot in gaining the language acquisition.

The other aspects to consider are designed and layout of the textbook. Design is an overall plan which governs the appearance and functions of material. It involves general decisions about the use of color, icons, fonts, boxes, italics, etc. to make the material appealing and easy to use.

Finally, the textbook should match learners' needs and wants and principles of language learning. During its development, it must provide flexibility of use and coherence of connection. The best way to gain this is to consider the target context of language use and the target context of culture as outlined by Feezand Joyce (2002).



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Based on the definitions above, it can be concluded that textbook design must be attractive for the learners to encourage their interest in learning.

II.1.1.7 Textbook in Indonesia

In Indonesia, the implementation of textbook and classroom teaching of the English language is controlled by several considerations. Supriadi cited in Jazadi (2003:145) stated that the presentation of textbook in Indonesia needs to pass several political and also evaluation processes to maintain security which states that :

The content of books should be in line with and not contradictory to *Pancasila* (The state Philosophy), UUD 1945 (The 1945 Constitution), Government policies, national unity and security, laws, regulations, ethics, and that the content not exploits the sensitive issue of SARA (ethnics, religions, race, and intergroup relations). Judgement of this aspect is made by evaluators coming from MabesABRI (Armed Forces Headquarter), *Kejaksaan agung* (Office of Attorney General), Lemhanas (National Defence Institute) and Inspectorate General of MOEC (Ministry of Education and Culture).

A strict rules and evaluation process has been set by the Indonesian government toward the development of education in Indonesia. In its developments, the government established BSNP (*Badan Standar Nasional Pendidikan*) along with *Pusbukur* (*Pusat Buku dan Kurikulum*) to deal with the development of textbooks used in Indonesia. They are also established to watch over and maintain the rules and evaluation process which are implemented properly in any textbook distributed from either government or commercial textbook. The current curriculum in Indonesia in 2018 still partially uses the curriculum. The full fledge of curriculum 2013 in Indonesia itself has been started in July of 2015.

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In other words, the textbook developments in Indonesia are carefully developed and implemented. It can be seen from the government's seriousness in term of the quality of education in Indonesia, and one of them is the quality of a textbook used. Clear rules and evaluation process are already maintained in order to develop a qualified textbook in Indonesia.

Based on the definitions above, it can be concluded that textbook in Indonesia used 2013 curriculum and Ministry of education in Indonesia always increase the quality of curriculum based on the advancement of education in the world.

II.1.2 Textbook Evaluation

II.1.2.1 Definition of Textbook Evaluation

Tomlinson (2003:15) defined that material evaluation as a procedure that involves measuring the value of a set of learning materials. An evaluation emphasizes the needs of the users of the materials and makes subjective judgements about their effects. In addition to Tomlinson's, Sheldon (1998) in Tomlinson (2005) add that material evaluation is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid, or system will ever provide a definite yardstick. Candlin (1987) in Nunan (2004) suggested that textbook evaluation should cover broad areas that includes problematicity, implementability, and combinability. Problematicity refers to the extent to which a given task within a textbook reveals variations in learners' abilities and knowledge, the extent to which it is diagnostic or explanatory, whether it provides monitoring and feedback, and whether it can be used as a basis for future action.

Implementability involves a consideration of the resources required, the organizational and management complexity, and the adaptability of the task. Combinability requires evaluators to consider the extent to which the task in a textbook can be sequenced and integrated with other tasks. Tomlison and Masuhara (2004) outlines three types of textbook evaluation, which cover pre-use evaluation, whilst-use evaluation, and post use evaluation. Pre-use evaluation examines the future potential or performance of a textbook. It is normally impressionistic, subjective, and unreliable, but can be reduced by using criterion-referenced items. Whilst-use evaluation examines the textbook that is being used. It is objective and reliable, since it makes use of measurement rather than prediction. However, it is more limited to observable aspects such as the clarity of instruction, the layout, the comprehensibility of the text, the flexibility of text, the achievability of the tasks, and the appeal of the material. Post-use evaluation examines the textbook that has been used. It measures the actual effects of the materials on the users regarding to short-term effects such as motivation, impact, achievability, and instant learning, and long-term effects such as durable learning and application. This research basically took whilst-use evaluation, because it examined English textbooks entitled *Bahasa Inggris* that are being used in Indonesia.

McDonough and Shaw (1993) in Tomlinson (1998) argued that textbook evaluation must be in the form of continuum of external and internal evaluation. External evaluation consists of an examination of the claims made on the cover of the student's and teacher's books, the introduction and the table of contents. This

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will help teachers to determine the intended audience, the proficiency level, the context in which the writers and of the materials intend them to be used, the way the language has been organized into teachable units and the writer's views on language and methodology. On the other hand, internal evaluation requires an in-depth look at two or more units in order to investigate such aspects as the presentation of skills in the materials, the grading and sequencing of the materials, the kinds of texts used and the relationship between exercises and tests. Since it is a continuum, both external and internal evaluations must go with the following procedure: (1) Identification of relevant contextual information relating to the students, the teacher, the course syllabus and the institution, (2) Analysis of the features of the textbook followed by an overall rating of the text, and (3) The actual judging of the acceptability of the textbook, involving both the rating and weighting of specific evaluative criteria.

Based on the definitions above, it can be concluded that textbook must be evaluated with all of the aspects of the textbook, the purpose of textbook evaluation is to evaluate the materials and exercise in the textbook.

II.1.2.2 How to analyze a Textbook

With the high numbers of textbooks used in almost every school and language courses in Indonesia, the implementation of a textbook in teaching the classroom becomes relatively crucial. As stated before, the role of a textbook helps the inexperienced teacher. It provides a resource for teaching materials, and many other roles. A textbook should be selected and evaluated in order to find the suitable textbook. The suitability issue of a textbook ever stated by

Design and organization, 3) Language content, 4) Skills, 5) Topic 6) Illustration 7) Politics consideration and 8) Physical make-up.

The criteria of aims and approaches seek to answer the questions on whether the aims of the textbook correspond closely with the aims of the teaching program and with the needs of the learners, whether the textbook is suited to the learning/teaching situation, how comprehensive the textbook is, whether it covers most or all of what is needed, whether it is a good resource for students and teachers, and whether the textbook is flexible and allows different teaching and learning styles.

The criteria of design and organization seek to answer the questions on what components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes), how the content is organized (e.g. According to structures, functions, topics, skills, etc.), how the content is sequenced (e.g., on the basis of complexity, learnability, usefulness, etc.), whether the grading and progression are suitable for the learners, and whether it allows them to complete the work needed to meet any external syllabus requirements.

The criteria of language content seeks to answer the questions on whether the textbook covers the main grammar items appropriate to each level and takes learners' need into account, whether the material for vocabulary teaching is adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning, whether the textbook includes material for pronunciation work and if so, what is covered: (individual sounds, word stress, sentence, stress, intonation, and so on), whether

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potrayed and represented equally with men, and whether other groups are represented, with reference to ethnic origin, occupation, disability, etc.

The criteria of illustration seeks to answer the questions of whether the illustration create a favorable atmosphere for practice in reading and spelling by depicting realism and action and whether it is appropriate to the learning/teaching situation and how about illustrations, whether they clear, simple, and free of unnecessary details that may confuse the learner what level of active learner involvement can be expected and whether this matches the students' learning styles and expectations, and whether the illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text.

The criteria of political considerations seeks to answer the questions of what the whole package costs and whether this represents good value for money, whether the books are strong and long-lasting, whether they are attractive in appearance, whether they are easy to obtain and whether further supplies can be obtained at short notice, and whether any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player and whether it is reliable. If so, schools must have the equipment available for use.

The criteria of teachers' book seeks to answer the questions of whether the cover of textbook durable enough to withstand wear, whether the size of textbook seem convenient for learners to handle and how the type size appropriate for the intended learners.

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Based on the definitions above, it can be concluded that eight criteria in evaluating textbooks 1) Aims and approaches, 2) Design and organization, 3) Language content, 4) Skills, 5) Topic 6) Illustration 7) Politics consideration and 8) Physical make-up are arranged by Cunningsworth (1995) and Daoud and Celce-Mursia (1979) to make the teacher easier in evaluate and analyze the best textbook.

II.1.2.3.2 Textbook Evaluation Criteria by Ellis (1997)

Ellis's (1997) approach to textbook evaluation has two main stages, predictive evaluation and retrospective evaluation. First, a predictive evaluation is designed to help teachers decide what textbooks to use. Predictive evaluation can be carried out in two principal ways. One involves teachers relying on evaluations carried out by experts specializing in textbook evaluation. However, the criteria for these evaluations tend to be inexact and implicit, meaning the experts tend to evaluate textbooks for general purposes. So teachers should be careful when they use the results of these evaluations. Alternatively, teachers can carry out their own predictive evaluations by making use of various checklists and guidelines available in the literature (Çakir, 2004). This stage of evaluation is based on the first impression of evaluators about a textbook as its name suggests, so it is not very objective and reliable. In fact, it reflects the voice of the evaluator, so its scientific character is not assured. Ellis (1997) points out that 'there are limits to how scientific such an evaluation can be' (Ellis, 1997: 37). Also, no voice is given to people who will use the textbook. There is, therefore, a need for retrospective evaluation.

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Second, retrospective evaluation is carried out while a textbook is in use (whilst-use evaluation) or after it has been used (post-use evaluation). It is often more objective and reliable as it is based on user feedback. Such an evaluation provides information that can be used to determine whether the material is worth using again. In addition, Ellis (1997) states that retrospective evaluation is a good way of testing the validity of a predictive evaluation. McGrath (2002) advocates this type of evaluation, stating that the most secure basis for the decision to select which textbook is used is to try it with the learners for whom it is intended, and to get feedback from them. Stage of evaluation Examples of features to be considered

Predictive (i) Evaluation of a textbook based on the results of evaluation carried out by experts(ii) Evaluate a textbook based on the checklists and guidelines available in the literature. Retrospective Evaluation of a textbook while it is in use and after it has been used, based on its impact on users to decide whether to continue using it or not.

II.1.2.3.3 Textbook Evaluation Criteria by Tomlinson (2003)

Tomlinson (2003) suggests a three-stage process of evaluation: pre-use evaluation, whilst-use evaluation and post-use evaluation. Stage of evaluation Examples of features to be considered.

Pre-use A quick look through a textbook (artwork, illustrations, appearance, content pages, etc.) to gain an impression of its potential value. Whilst-use Evaluate the following criteria: clarity of instructions, clarity of layout, comprehensible of texts, credibility of tasks, achievement of performance objectives, potential for localization, practicality of the materials, teachability of



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the materials, flexibility of the materials, appeal of the materials, motivating power of the materials, impact of the material, effectiveness in facilitating short-term. Post-use Impact of the textbook for teachers, students and administrators.

Tomlinson's (2003) approach and criteria are described in further detail below: The first stage, pre-use evaluation is, according to Tomlinson (2003: 23), '...impressionistic and consists of a teacher flicking through a book to gain a quick impression on its potential value'. It involves assessing the potential value of materials for their users, including a quick scan of a book's physical appearance and content pages to get an impression of its potential value. In this stage of evaluation, it seems that he gives a very general purpose of evaluation without any specific criteria to look for, so the burden of interpretation is on the evaluator. However, he suggests that there should be more than two evaluators to evaluate a textbook independently and then average their conclusions for a more principled, rigorous, systematic and reliable evaluation.

Second, whilst-use evaluation involves evaluating materials in use. This can be more reliable than pre-use evaluation, as it involves deeper evaluation of the content of materials and makes use of classroom observation and feedback from the users although, according to him, this stage includes controversial issues about what exactly can be measured. As we can see in Table 3.2, the criteria seem to be general and some (e.g. Credibility of tasks, achievement of performance objectives, motivating power of the materials, etc.) are not easy to measure. However, he also suggests that these criteria 'can be estimated during an open-ended, impressionistic observation of materials in use, but greater reliability

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can be achieved by focusing on one criterion at a time' (Tomlinson, 2003: 24). They can be measured by different methods. For example, to measure the motivating power of the materials he suggests 'noting such features as student eye focus, proximity to the materials, time on task and facial animation' (Tomlinson, 2003: 24). Another example is that to evaluate the potential for localized, he mentions that evaluators can note 'the times the teacher or a student refers to the location of learning while using the materials' (Tomlinson, 2003: 24). In case a textbook is locally developed and uses local contexts and situations, this may not work.

From these above-mentioned issues, it can be concluded that the whilst-use stage in Tomlinson's (2003) approach to materials evaluation only gives us general criteria without mentioning what to look for in a textbook to measure the criteria (e.g. What to look for in a textbook to measure the credibility of tasks or the appeal of the material, etc.). So in order to evaluate a textbook for a specific context, evaluators need to generate more specific criteria which can be measured with a specific method (e.g. Language level to measure the clarity of instructions and comprehensible of texts, activities and tasks to measure the practicality, teachability and flexibility of the materials, etc.) to evaluate the content of a textbook.

Third, Post-use evaluation. At this stage, most evaluators tend to seek answers to such questions as: What is the impact of the textbook on learners? What is its impact on teachers? And what is its impact on administrators? According to Tomlinson (2003), this stage is probably the most valuable stage in

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is rather on the content of the book and requirements of its users. He suggested a three-level evaluation checklist including: (1) What is there?(2) What is required of users? and (3) What is implied? McGrath (2002) explained Littlejohn's three-level evaluation checklist as below:

Level Focus of analysis

Examples of features to be considered

1 'What is there?'

Publication date; intended users; type of material; classroom time required; intended context of use; physical aspects such as durability, components, use of color; the way the material is divided up across components; how the student's book is organized, and how learners and teachers are helped to find their way around.

2 'What is required of users?'

Tasks: what the learner has to do; whether their focus will be on form, meaning or both; what cognitive operations will be required; what form of classroom organization will be involved (e.g. individual work, whole class); what medium will be involved; who will be the source of language or information.

3 'What is implied?'

Selection and sequencing of content (syllabus) and tasks; distribution of information across teacher and student components; reconsideration of information collected at levels 1 and 2

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It is easy to recognize that his three-level checklist includes two aspects of the evaluation process, namely practical features (level 1), and content (levels 2 and 3).

Level 1

At the first level, there are questions about the physical properties of the textbook. These cover publication date, intended audience, physical aspects (number of pages, paper quality, artwork, etc.), and are similar to the ones in Tomlinson's (2003).

Level 2

This level focuses on the language learning activities and tasks in the textbook to see what teachers and learners using the textbooks need to do. It moves slightly deeper into an analysis of what is assumed to be the most important aspect of textbooks. Littlejohn (2011) proposes a list of questions for analyzing activities and tasks, outlined below:

Level 3

At the third level, there are questions on the approach, philosophy and aims of the textbook. Littlejohn points out that his levels of evaluation move from more objective criteria to less objective ones. The first level is the most objective while the third level is the last object.

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II.1.2.3.5 Textbook Evaluation Criteria by McGrath (2002)

The approach to textbook evaluation suggested by McGrath (2002) is similar to Littlejohn's (1998; 2011). He points out the aspects which need evaluating in a two-stage process of systematic materials evaluation. They are 'first-glance' evaluation and 'in-depth' evaluation. Each stage consists of a series of criteria by which to evaluate the textbook. First, The 'first glance' evaluation has 4 steps:

Step 1: Practical considerations

Features evaluated in this step include: availability, cost, and the levels of the book which are available. If these are judged satisfactory, the evaluation proceeds to step 2 below.

Step 2: Support for teaching and learning

Features assessed at this step include the teacher's book and how well it relates to the student book, supporting resources (e.g. cassette recordings, photocopiable worksheets, etc.). If all these are satisfied, the evaluator proceeds to step 3.

Step 3: Context relevance

At this stage the evaluator assesses the suitability of the textbook in terms of aims, syllabus, length and its suitability for learners' proficiency level, age and background. If all of these meet the requirements, the evaluator goes further to step 4.

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Step 4: Learner appeal

This step involves considering the appeal of the book for learners. This is mainly related to the appearance of the book. The evaluation starts from the first sub-step. If a textbook meets all of the key criteria for each step the process continues with the next one. If it does not meet the key criteria in any sub-step, the process stops and the textbook is rejected. If all of the above-mentioned key criteria are met, the in-depth evaluation step is carried out to assess the textbook in detail.

Second, in-depth evaluation. According to McGrath (2002), the in-depth evaluation tends to address the following points: the aims and content of the book, what they require learners to do, what they require the teacher to do, their function as a classroom resource, learner needs and interests, learner approaches to language learning, the teaching – learning approach in the teacher’s own classroom (McGrath, 2002: 54-5).

II.1.2.3.6 Textbook Evaluation Criteria by McDonough and Shaw (1998 & 2003)

McDonough and Shaw’s (1998 & 2003) approach to textbook evaluation has three stages: external evaluation, internal evaluation and overall evaluation. This implies that evaluation is continuous and never static, as the criteria can be changed to suit different teaching and learning contexts.

1). External evaluation

External evaluation is similar to McGrath’s (2002) ‘first-glance evaluation’, Tomlinson’s (2003) ‘pre-use evaluation’ and Littlejohn’s (1998

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&2011) 'level 1 evaluation'. It focuses on the intended audience, the proficiency level, the context, the organization and presentation of the units, the author's views and methodology, the learning process and the learner, and the physical appearance. Issues of layout and design and local availability, supporting resources (teacher' book, audio-visual materials, etc.) are also included in this stage.

2).Internal evaluation

The internal evaluation is concerned with the content, including grading and sequencing. McDonough and Shaw (1998 & 2003) propose the following for the evaluation.

- a) Where reading/ 'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?
- b) Where listening skills are involved, are recordings 'authentic' or 'artificial'?
- c) Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead? \
- d) The relationship of tests and exercises to (a) learner needs, and (b) what is taught by the course materials.
- e) Do you feel that the material is suitable for different learning styles? Is a claim and provision made for self-study and is such a claim justified?
- f) Are the materials sufficiently 'transparent' to motivate both students and teachers alike, or would you foresee a student/teacher mismatch?

(Cited in Awasthi, 2006: 8-9)

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This stage seems to resemble McGrath's (2002) 'in-depth evaluation' and Tomlinson's(2003) 'whilst-use evaluation'.

3) Overall evaluation

The overall evaluation takes into account factors of usability, generalizability, adaptability and flexibility of a textbook. Usability is related to the question, 'How far could the materials be integrated into a particular syllabus as core or supplementary?' (McDonough, *at al.*, 2013: 60). The generalizability factor is evaluated through answering the question, 'Is there a restricted used of 'core' features that make the materials more generally useful?'(McDonough, *at al.*, 2013: 60). The purpose of evaluating adaptability, according to McDonough, *at al.* (2013), is to see whether parts of the materials can be added/extracted/used in different contexts to suit local circumstances. Flexibility refers to whether the book can be adapted to suit the proficiency level of learners.

II.1.2.3.7 Textbook Evaluation Criteria by Byrd (2001)

Byrd's (2001) approach shares similar features to that of Cunningsworth (1995). She provides the following categories for textbook evaluation: physical appearance (size, durability and attractiveness), topics (appropriateness to intended learners' needs, logical arrangement of topics, and up-to-date topics), vocabulary (vocabulary load, grading and recycling), linguistic structure (grammar load and distribution, sentence length, etc.), exercises (revision of vocabulary and grammar, meaningful communication, etc.), illustrations (clarity, appropriateness), and teacher's manual.

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She also emphasizes the need for a fit between the textbook and the curriculum, and the teacher and the learner, as a good book should at least meet both teachers' and learners' needs. In both Byrd's (2001) and Cunningsworth's (1995) guidelines, the teacher's manual is mentioned as an important aspect to be evaluated.

II.1.2.3.8 Textbook Evaluation Criteria by Skierso (1991)

Skierso (1991) is similar to Cunningsworth (1995) in suggesting six criteria with clear explanations of each one as follows: first, bibliographical data which aim at obtaining the information about the author's qualification, the support for teaching and learning, the availability and cost of the textbook. Second, Aims and goals which concern the students' needs, the syllabus requirements. Third, the subject matter which is evaluated through the variety of text types, the contentgrading, the suitability of level, the cultural sensitivity and the cultural integration. Fourth, vocabulary and structures which deal with the appropriation, accuracy, stability and clarity of grammar and vocabulary. Fifth, exercises and activities which are assessed by the satisfaction of syllabus objectives, the development of study skills; and last, layout and physical makeup, which are related to the organization of artwork, the durability and the attractiveness of the textbook (Skierso, 1991: 77).

II.1.2.3.9 Textbook Evaluation Criteria byUr (1996)

Ur's (1996) approach is similar to Cunningsworth's (1995), Byrd's (2001) and Skierso's(1991). She provides some general evaluation criteria, such as

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layout, prints, periodic review lesson and tests, supporting materials, illustrations, etc., alongside some very specific ones, such as the objective; the variety of interesting topics and tasks; clear instructions; sequencing and grading; vocabulary and grammar, etc.

Based on the definitions above, it can be concluded that there are a variety of evaluation approaches and criteria discussed in the literature. The criteria tend to be rather similar, though different authors give them different names. We have seen that some approaches (Cunningsworth's (1995), Byrd's (2001), Skierso's (1991) and Ur's (1996)) give detailed criteria for evaluation, but they do not they do not give a clear framework for the whole process of evaluation, while other approaches, such as those suggested by Ellis (1997), Tomlinson (2003), Littlejohn (1998 & 2011) and McGrath(2003), provide evaluators with a clear framework for the whole process and detailed criteria.

II.1.3 The English Curriculum

There are two concepts of theory in this research, namely: Definition of English Curriculum and The 2013 Curriculum. To make a clear understanding about this study, it is important to understand the concept of this study. In this capture, the nature of four concepts will be explained

II.1.3.1 Definition of English Curriculum

Curriculum is the most essential of teaching learning process. A teacher should teach his/her students according to the current curriculum because it has been designed on the basis of students' needs. Feez (2002:9) stated that

curriculum also contains science, knowledge, and experience worth giving to the students to obtain the educational objectives.

II.1.3.2 The 2013 Curriculum

The curriculum in Indonesia has been increasingly developed to be more advanced nowadays. For the last ten years, teachers in Indonesia have already adapted three kinds of curriculums from KBK (Competency based curriculum), KTSP (School based-level Curriculum) and the latest curriculum 2013 which is finally released in July 2015.

Here is the 2013 curriculum that has been released in July 2015 with 2017 revision. The following curriculum is for First grade of Senior High School a whole semester curriculum.

II.1.3.2.1 Core competence and Basic competence of First Grade Students in Senior High School

The latest 2013 curriculum is perhaps the reformed and advanced version of KTSP because many aspects of the 2013 curriculum are adapted from KTSP. The BC (basic competence) is still used in the 2013 curriculum. It also still uses the KTSP curriculum frameworks as the basis, yet in 2013 curriculum introduced new curriculum variable which is CC (Core competence). Basically, the 2013 curriculum characteristics are as follows:

- a. Mengembangkan keseimbangan antara pengembangan sikap spiritual dan social, ingin tahu, kreativitas, kerjasama dengan kemampuan intelektual dan psikomotorik.
- b. Sekolah merupakan bagian dari masyarakat yang memberikan pengalaman belajar terencana dimana peserta didik menerapkan apa yang dipelajari di sekolah kemasyarakatan dan memanfaatkan masyarakat sebagai sumber belajar.
- c. Mengembangkan sikap, pengetahuan, dan keterampilan serta menerapkannya dalam berbagai situasi di sekolah dan masyarakat.

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- d. Memberi waktu yang cukup leluasa untuk mengembangkan berbagai sikap, pengetahuan dan keterampilan.
- e. Kompetensi dinyatakan dalam bentuk kompetensi inti kelas yang dirinci lebih lanjut dalam kompetensi dasar mata pelajaran.
- f. Kompetensi inti kelas menjadi unsure pengorganisasian (organizing element) kompetensi dasar, dimana semua kompetensi dasar dan proses pembelajaran dikembangkan untuk mencapai yang dinyatakan dalam kompetensi inti.
- g. Kompetensi dasar dikembangkan didasarkan pada prinsip akumulatif, saling memperkuat (reinforced) dan memperkaya (enriched) antar mata pelajaran dan jenjang pendidikan (organizing horizon and vertical).

The main aspect that has been optimized in 2013 curriculum compared to KTSP is that in 2013 curriculum the contents are not only based on student accomplishment on the indicator and standards, but also the student comprehension in applying the value of honest, self discipline, responsibility, cooperation, tolerance, polite, responsible, and proactive.

From the definition above, it can be inferred that the idea of 2013 curriculum is to provide all indicators in BC (Basic Competence) and CC (Core Competence) with religious value, beliefs, and social peace and relate all those values into every single lesson that will be taught.

Table II.1 CC and BC for First Grade Students of Senior High School

CORE COMPETENCE		BASIC COMPETENCE	
1	Comprehending and applying religious Values.	1.1	Be grateful for the chance to learn English as an international language, which is realized in the spirit of learning
2	Comprehending and applying the values of honesty, self discipline, responsibility, care (mutual aid, cooperation, tolerance, and peace), polite, responsive and proactive; demonstrating such attitudes in solving various problems in interacting effectively with the social and natural environment as well as in the global society.	2.1	Demonstrating a polite and caring attitudes in interpersonal communication with teachers and friends
		2.2	Demonstrating honest, disciplined, confident, and responsible attitudes in transactional communication with teachers and friends
		2.3	Demonstrating responsible, caring, cooperative and peaceful attitudes in functional communication

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3	Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest in science, technology, arts, cultures, and humanities with humanistic, nationalistic and civilized insights in relation to the causes of phenomena and events; applying procedural knowledge in desired specific field of studies in solving problems.	3.1	Analyzing spoken and written text to deliver, ask for and respond to Self Introduction and family, according to the appropriate social function, text structure and language features as well as the contexts
		3.2	Analyzing spoken and written text in expressing congratulation and responding to extended compliments according to the context
		3.3	Analyzing spoken and written text in telling and asking about past Experience/ Activities / Events when it happened and afterwards, according to the contexts (<i>be going to</i> and <i>would like</i>)
		3.4	Analyzing the social function, text structure, and language features of simple Descriptive Text about people, tourism destinations and famous historical buildings according to the contexts
		3.5	Analyzing the social function, text structure and language features of Announcements according to the contexts
		3.6	Analyzing spoken and written texts to tell and ask about Past Experiences/ Activities/Events when it happened and afterwards, according to the appropriate social function, text structure and language features as well as the contexts
		3.7	Analyzing the social functions, text structure and language features of Recount Text about experiences/ activities/Events according to the contexts
		3.8	Analyzing the social functions, text structure and language features of simple Narrative Texts in form of legends, according to the contexts
		3.9	Analyzing the social functions and language features of simple songs according to the contexts
4	Processing, analyzing and presenting developments of the concrete and abstract domains of the learned materials; being able to apply various methods according to scientific	4.1	Constructing spoken and written text to deliver, ask for and respond to Self Introduction, according to the appropriate social function, text structure and language features as well as the contexts

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principles.	4.2	Constructing spoken and written text to express, and respond to extended Compliments, according to the appropriate social function, text structure and language features as well as the contexts
	4.3	Constructing spoken and written texts to express and ask about Intentions/Plans of Actions/Activities according to the appropriate social function, text structure and language features as well as the contexts
	4.4	Text Descriptive
	4.4.1	Understanding simple spoken and written Descriptive Text about people, tourism destinations and famous historical buildings.
	4.4.2	Constructing simple spoken and written Descriptive Texts about people, tourism destinations and famous historical buildings, according to the appropriate social function, text structure and language features as well as the contexts
	4.5	Announcements
	4.5.1	Understanding simple spoken and written announcements according to the appropriate social function, text structure and language features as well as the contexts
4.5.2	Constructing short, simple spoken and written Announcements according to the appropriate social function, text structure and language features as well as the contexts	
4.6	Constructing spoken and written texts to tell and ask about Past Experiences/ Activities/Events when it happened and afterwards, according to the appropriate social function, text structure and language features as well as the contexts	

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	4.7	Text Recount
	4.7.1	Understanding simple spoken and written Recount Texts about experiences/ Activities/Events
	4.7.2	Constructing simple spoken and written Recount Texts about Experiences/Activities/ Events, according to the appropriate social function, text structure and language features as well as the contexts
	4.8	Understanding simple spoken and written Narrative Texts in the form of simple short stories
	4.9	Understanding the meaning behind songs that have related to students' SMA/MA/SMK /MAK life.

II.1.3.2.2 Scientific Approach

The 2013 curriculum is a curriculum that is simplified and thematic-integrated. It is expected that learners get a better competency of attitude, skill, and knowledge. 2013 curriculum must be applied as well as possible if we want to modernize and develop our education. The teaching method used is a scientific approach to authentic assessment. Abidin (2014: 125) said that the scientific approach in teaching, learning is a teaching, learning based on scientific approach which is oriented to develop the student's ability to solve the problem by using integrated inquiry activities which demand to have a critical thinking, creative, to increase the students' understanding. In this research, the writer will use five steps of scientific learning in 2013 curriculum in teaching learning. In scientific approach, there are five principal learning experiences, they are: (1) observing, (2) questioning, (3) experimenting, (4) associating, and (5) communicating.

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1. **Observing.** The stages of observing covered reading, listening and observing with or without tools. Students are asked to develop Sincerity, carefulness, and discover information.
2. **Questioning.** The stages of questioning covered Giving question about the information of the object observed that hasn't been understood or question to get additional information from the object observed. The students are asked to develop Creativity, curiosity, and ability to formulate questions to form the critical thinking needed for smart live and long life education.
3. **Gathering Information or Experimenting.** The stages or Gathering Information or Experimenting covered Doing experiment, reading other sources exclude from the text book, observing objects, and interviewing informant/source. The students are asked to develop Careful, truthful, polite, respect others' opinion, communicate, gather information, lifelong education.
4. **Associating or Processing Information.** In the stage of associating or processing information covered processing information received from the experiment or observing activity. The students are asked to develop careful, truthful, discipline, obeying rules, work hard, think inductively and deductively.
5. **Communicating.** The stages of communicating covered deliver observation result and conclusion verbally or written. The students are asked to develop caring, truth, tolerance, systematic thinking, delivers an opinion clearly and use proper language.



From the definition above, it can be inferred that five principals of scientific approach make the students more active in the classroom.

II.1.3.2.3 Authentic Assessment

The assessment of 2013 curriculum is implemented through authentic assessment. Authentic assessment is a significant measurement to the learners' learning outcomes in the aspect of attitude, skill, and knowledge. The term of assessment is the synonym of scoring, measurement, testing, or evaluation; meanwhile the term of authenticity is the synonym of original, real, valid, or reliable.

Authentic assessment according to Hymes as cited in a training material for 2013 curriculum (2014) "implementation is a term or terminology created to explain the various methods of alternative assessments that allow learners to demonstrate their abilities in finishing their tasks and problems". It also expresses how the learners' knowledge and skills are applied in their real life situation outside the school environment. Assessment is usually connected to the word of evaluation. Edwin (1977) stated that evaluation refers to the act or process to determining the value of something. Baker (1993) suggested eight steps designing Authentic assessment: Build a team, determine the purpose, specify objectives, conduct professional, collect examples of authentic assessment, adapt existing authentic, try out the assessment

Teachers can measure and assess how far the purpose of study, that has been planned, is achieved or applied. It also measures the progress or development of their program. Physiologically educational evaluation activities in school can be

seen from learners' and teachers' point of view. For the learners, educational evaluation will give them guideline to know their capacity and status. On the other side from the teachers' point of view, educational evaluation will give them assurance on how far their efforts bring results so that they can decide their future steps that are necessary. Administratively educational evaluation has 3 functions. First, it gives a report. Evaluation can be given in a formal written report that explains the development of the learners after they pursue educational process at a certain periodic time. Second, it gives information or data. The learners' grade in the evaluation process is an important data that is used to make a decision of the education department. Last, it gives a description about the result achieved by the learners in the learning process. Basically authentic assessment has relevancy to the scientific approach. It fits the demand of curriculum 2013 that is able to describe the progress of learners' learning outcomes in observing, associating, experimenting, networking, etc. The success of 2013 curriculum is not only students who understand and master the material taught by the teacher but also lies in the assessment process conducted by the teacher.

The development of the 2013 curriculum, including the evaluation tools used, becomes a decisive direction of education. Authentic assessment has its own paradigm in implementing 2013 curriculum. This is of course closely related to the condition and situation exists in the educational world. To implement proper authentic assessment, it is needed to review the 2013 curriculum, assessment and the teachers' ability to carry out that assessment. Various obstacles need to be solved to obtain alternative solutions appropriately. The most important findings

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in the form of data and facts on the reality are the teachers should be given the opportunity to improve their information technology skills so that authentic assessment can be effective and efficient.

The 2013 curriculum of authentic assessment has three kinds of assessment, which are 1. Attitude assessment. 2. Knowledge Assessment and 3. Skill assessment. Attitude assessment is divided into two: spiritual attitude and social attitude. Spiritual attitude covers how the students respect and appreciate their affiliate religion; meanwhile the scopes of social attitude are truthful, discipline, responsibility, tolerance, mutual assistance, polite, and self confidence. The attitude assessment completed indirectly through various learning activities.

From the definition above, it can be inferred that the authentic assessments are administered to assess students English attitude assessment, knowledge assessment and skill competence, include: performance, portfolio and project assessment.

II.1.4 Textbook Evaluation Criteria By Cunningsworth (1995) and McDonough and Shaw (2003).

Textbook evaluation is a complex matter, as there are many variables which may affect the success or failure of a textbook in a particular course of instruction, and in carrying out an evaluation, evaluators need to take many decisions. One is the selection of criteria for evaluation because no general list of criteria is perfect. The evaluation criteria may vary, depending on the specific circumstances of teaching and learning contexts. Many useful approaches and checklists for evaluation criteria have been proposed by Ellis (1997), McDonough

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and Shaw (1998) McGrath (2002), Tomlinson (2003), etc., which vary according to particular ELT contexts. Evaluators can choose from the available checklists for their evaluation, or they can select their own criteria to reflect the priorities of their own specific teaching and learning contexts.

The following sets out a range of approaches to textbook evaluation and their accompanying criteria (see Ellis, Tomlinson, McGrath, Littlejohn, etc.). They all tend to evaluate textbooks on four main aspects, including:

1. The internal content of the textbook;
2. The aims and approaches;
3. The supporting sources; and
4. The physical appearance.

In general each approach to textbook evaluation, as mentioned above, has its own strengths and weaknesses, evaluators should choose or even devise an approach which is the most principled, systematic and suitable for their context. In my opinion, it is also important for evaluators to combine approaches, in order to offset the weaknesses of one approach with the strengths of others.

In this research, (Cunningsworth's (1995) gives detailed criteria for evaluation, but He does not give a clear framework for the whole process of evaluation, while another approach, McDonough and Shaw (2003), provide a clear framework for the whole process and detailed criteria. Because of that, the researcher combines the theories of textbook evaluation by Cunningsworth (1995)

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and Mc Donough and Shaw (2003) in order to offset the weaknesses of one approach with the strengths of others. The Data as follows:

1. External Evaluation
 - a. Design and Organization
 - b. Physical Makeup
2. Internal Evaluation
 - a. Language Content
 - b. Language Skill
3. Overall Evaluation
 - a. Core Competence and Basic Competence
 - b. Scientific Approach
 - c. Authentic Assessment

II.2 Review of Related Studies

To support this research, related studies are needed. There have been many researchers investigated various researches about textbook analysis. Absolutely, there are some similarities and differences found in the terms of research design, variable used, research findings, and so on. In some of the countries, textbook analysis is important. Countries in the world do textbook analysis to improve their learning process. The countries are as follows :

In Southeast Asia, some of studies tend to analyze strengths and weakness of the textbook. A study conducted by Chanaporn Chaisongkram from Thailand(2011), he analyzed all aspects in textbook, those are: the aim, design and

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organization, skills, topic, vocabulary and structure, phonology, illustrations, and physical make-up. The result from this research explained that the English textbook of *Megagol 1* suitable with the learners in Mattayom 1 because it provided the texts that were required by curriculum. On the other hand, Nur Atiqah binti Md Sungif (2014) who evaluate the contents of in use Year 5 and Year 6 textbooks in Malaysian primary schools in exploring the strengths and weakness of the textbook. ELT textbook evaluation proposed by Mukundan and Nimchisalem (2011) with comprised two main sections. First, textbook general attributes (syllabus, curriculum, etc) and learning teaching content consisted of aspects of textbook like: listening, vocabulary, writing, etc. The finding is both Year 5 and Year 6 textbooks in primary schools in Selangor are very highly beneficial for the pupils, in terms of the general attributes and learning-teaching content of the textbooks. Then, Nooren Noordin (2014), evaluate textbook namely *Active Skills for Reading, Book 1* by Neil J. Anderson, the book is really appropriate in increasing the learners' level of reading and vocabulary competence, along with improving the use of reading strategies for Iranian non English major college students in General English Course. Furthermore, Cang Trung Nguyen (2015) who evaluate the Textbook *English 6* in Vietnam. The author of the study evaluated the four textbooks theoretically, using 13 evaluation criteria by some experts. The textbook was attractive in physical appearance. It was organized clearly and logically to reflect a topic based structural functional syllabus which facilitates communicative competence.



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improvements in the curriculum development process are needed, teachers and textbook writers' training programs and importantly the prescribed course books can in the long run aid in facilitating English language acquisition in the Pakistani learners. Next, Thotapally Anjaneyulu (2014) who evaluate the textbook used in 6th AP grade upper/secondary state schools for EFL learners. The findings suggested that the overall organization of the textbook and the themes included were satisfactory, the author's intention to use real-like situations and explore all four skills, the nature of the tasks, autonomy of learning and assessment practices.

In South America, some of studies tend to analyze perspective the curriculum design and compare some of the textbooks. A study conducted by Ellen Nogueira Rodrigues (2015) who investigated educational perspective the curriculum design employed in the textbook and the language learning process used based on the communicative approach, the current favorable approach to English teaching in Brazil. With content analysis to explore the extent to which textbook writers included curriculum design and the language learning process. The analysis of textbooks indicates that both textbooks follow a weak version of the communicative approach. Furthermore, Luis Fernando Gomez-Rodriguez (2010), he examines a series of five communicative textbooks that are being used currently to teach English as a foreign language (EFL), the result, The study of the five English textbooks demonstrates they cannot be relied on entirely to develop communicative language competence and some significant changes in communicative texts are needed.

curriculum. Similarly, Nugrahani (2008) her research found 20 reading material in five genres; specifically recount, narrative, descriptive, procedure, and news item. The most dominant was narrative, recount and procedure. She concluded the textbook was relevant to the current curriculum, in this case was School- Based Curriculum. Moreover, Fahmawati Isnita Rahma (2013) who judging whether the content in the textbook entitled English in Focus for Grade VII Junior High School are appropriate with the content standard of BSNP or not, the content in the textbook entitled English in Focus for Grade VII Junior High School are appropriate with the content standard of BSNP and it is very good to be used in the teaching learning process. In addition, Akbar Syahbana (2017:179), his study focused on the values of national character and cultural education as character building in all elements of education. The result of study, there are 13 values that are inserted in 17 reading texts.

Discussion of previous studies on textbook analysis above shows context, content and usability of the curriculum. In terms context and content gaps, most of the previous studies in other countries focused on one part of the evaluation (internal evaluation). Besides, in textbook analysis, there were no explicit part of the evaluation. Considering the importance of three components of textbook analysis, such as: external evaluation, internal evaluation and overall evaluation, these studies might not provide the whole pictures of textbook analysis. In the side of usability of curriculum gaps, most of the previous studies in other countries focused on compare commercial textbook with curriculum.

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Regarding this fact, there is a need of study that focuses on textbook analysis by considering three components of the evaluation. (External, internal and overall evaluation). To fill the gaps, this study uses government's textbooks and it focuses on three components of evaluation by some expert (Cunningsworth 1995 and Mc Donough and Shaw 2003), namely: external, internal and overall evaluation and also the relevance of the material in "Bahasa Inggris" textbook with 2013 curriculum.

II.3 Operational Concept and Indicators

II.3.1 Operational Concept

In Indonesia, the changing from the previous curriculum to the new one has influenced some aspects of learning and teaching, such as the approach, method, and techniques implemented during the teaching and learning process. In response to the curriculum, the department of national education normally designed a series of organized, graded, and systematic instructional materials which represent the new approach. These standardized instructional materials are called textbooks. Textbooks are considered to be the major component in the curriculum. The newly-implemented curriculum in Indonesia is called curriculum 2013. Later, the government makes revision of curriculum 2013 in 2017. To know whether or not currently-published English textbooks meet the approaches, an evaluation based on some criteria is necessary to be done.

Cunningsworth has already issued textbook evaluation criteria since 1995. The criteria covered some aspects, namely Aim, Design and Organization, Skills, Language content, Topic, Illustrations, Politic consideration and Physical make-

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up. However, some modification to the aspects of language content needed to be made to suit curriculum 2013 (new revision 2017). The modification is done by adding some criteria which represent CC and BC, Scientific approach and Authentic assessment as the core of curriculum 2013. The lacks in language and content aspect would be overcome by adding some criteria from the EFL experts such as Mc Donough and Shaw (2003). There is actually one more aspect that should be included into the evaluation namely graphics aspect. This aspect covered layout, typography, and illustration. However, this aspect would not be covered in the research, because graphics is not in the researcher's area to evaluate. Graphics is usually evaluated by the graphics experts, not EFL evaluators.

The areas are elaborated into some items which became the criteria for evaluating the English textbooks. The items are elaborated further into some belief statements to make it easier for evaluation. This study attempted to evaluate an English textbooks and specifically to discover whether or not the English textbooks meet the criteria suggested by Cunningsworth (1995) and Mc Donough and Shaw (2003). Besides, it also attempted to find out whether or not they are relevant to curriculum 2013 (new revision 2017). This conceptual framework below is developed further into an English textbook evaluation checklist as researcher-generated documents with the researcher herself as an evaluator.

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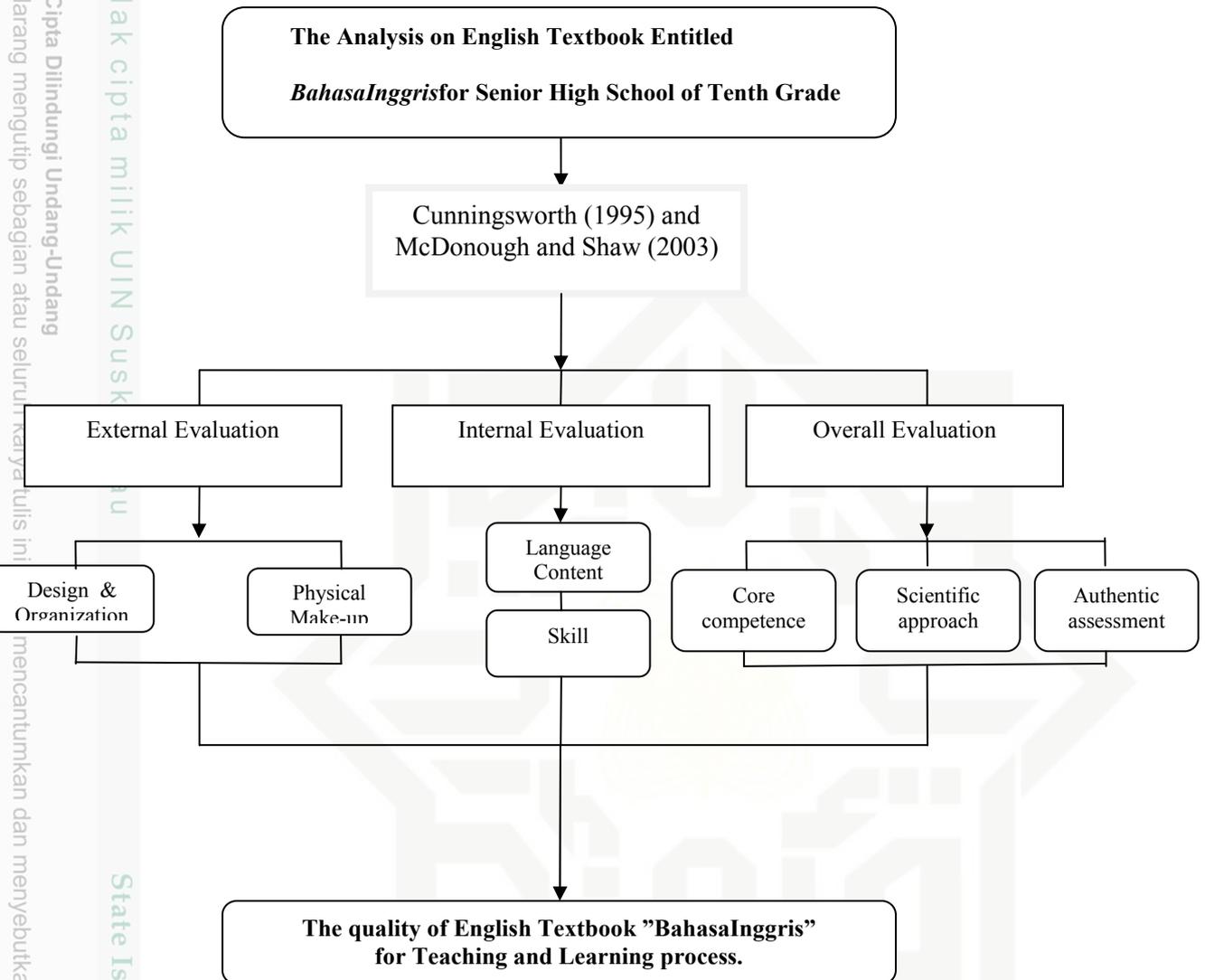


Figure II.1 Conceptual Framework of Textbook Evaluation

The English textbooks are evaluated by using a checklist of English textbook evaluation criteria elaborated from the conceptual framework above. After that, some descriptions explaining about the criteria which are fulfilled and not fulfilled by the textbooks are drawn. The explanation on the fulfillment of those criteria is also given.

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II.3.2 Indicators

The indicators in this research are based on theories of Cunningsworth (1995) and Mc Donough and Shaw (2003) with external, internal and overall evaluation.

II.3.2.1 External Evaluation

The indicator of External Evaluation is divided into two main points: design and organization and physical make up.

1. Design and Organization

Table II.2 Indicators of Design and Organization

No.	Indicators
1.	The total course package of the textbook consists of students' book, teachers' book, workbook, and cassettes.
2.	The content of the textbook is organized based on the topic.
3.	The textbook is easy to be found and readable

2. Physical Make up

Table II.3 Indicators of Physical Make up

No.	Indicators
1.	The cover of <i>Bahasa Inggris</i> durable enough to withstand wear and the cover clear enough
2.	The size of <i>Bahasa Inggris</i> seem convenient for learners to handle
3.	The type size appropriate for the intended learners

II.3.2.2 Internal Evaluation

The indicator of internal evaluation are divided into two main points: language content and language skill.

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1. Language Content

Table II. 4 Indicators of Language Content

No	Indicators
a.	The textbook covers the main grammar items appropriate to each level.
b.	The material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on the vocabulary development, strategies for individual learning.
c.	The textbook include the material for pronunciation work; include individual sound, word stress, sentence, stress, intonation.
d.	The textbook deals with the learners' discourse competence.
e.	Style and appropriacy are dealt with

2. Language Skill

Table II. 5 Indicators of Language Skill

No	Indicators
a.	All four skills are adequately covered, bearing in mind your course aims, syllabus requirement.
b.	There is material for integrated skill work
c.	The reading passages and associated activities are suitable for the students' level and interest.
d.	Listening material is well recorded and accompanied by background information which help comprehension
e.	The writing activities are suitable in term of amount of guidance/control, degree of accuracy, organization of longer pieces of writing
f.	The material for spoken English is well-designed to equip the learners for real-life interaction.

II.3.2.3 Overall Evaluation

The indicator of internal evaluation is divided into three main points: core competence and basic competence, scientific approach, authentic assessment.

1 Core competence and Basic competence

Table II. 6 Indicators of Core competence and Basic Competence

No.	Indicators
a.	Core Competence 1
b.	Core Competence 2
c.	Core Competence 3
d.	Core Competence 4

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2. Scientific Approach

Table II. 7 Indicators of Scientific Approach

No.	Indicators
a.	Observing
b.	Questioning
c.	Experimenting
d.	Associating
e.	Communicating

3. Authentic Assessment

Table II. 8 Indicators of Authentic Assessment

No.	Indicators
a.	Attitude assessment (self assessment, assessment among student, journal)
b.	Knowledge assessment (written test, oral test, assignment)
c.	Skill assessment (practice, project, portfolio)